



CEIAG Policy

Intent

To inspire excellence and motivate all students to achieve their very best, have integrity to challenge stereotypes and encourage everyone to consider a wide range of careers and develop their aspirations. This will be carried out through impartial and independent information, advice and guidance for all students in Years 7-11. Careers education and guidance will support and encourage students to fulfil their potential and effect a smooth transition to life beyond secondary school (higher/ further education, apprenticeships and the world of work).

Statutory requirements and recommendations

The careers provision at Beckfoot Upper Heaton is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all Secondary schools should provide independent careers guidance and that this guidance should:

be impartial; include information on a range of pathways, including university options or apprenticeships; be adapted to the needs to the student.

The Education Act 2011 requires that all schools or colleges 'must secure all registered students at the school are provided with independent career guidance during the relevant phase of their education'.

The Technical and Further Education Act 2017 requires all schools and colleges to ensure that there is an opportunity for a range of education and training providers to access all students in years 8- 11. This is designed to ensure that all students get access to information about technical education and apprenticeships.

In addition, Beckfoot Upper Heaton is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships.

Beckfoot Upper Heaton is committed to working towards the eight Gatsby Benchmarks of Good Careers Guidance.

These benchmarks are:

1. A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. Learning from careers and Labour Market Information (LMI)

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. Addressing the needs of each student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

7. Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance

Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Implementation

Staff are committed to:

- The provision of resources and advice to allow all students to understand and develop career choices
- Inspiring students to achieve and to be ambitious
- Involving students, parents, and carers in the further development of careers work
- Working in conjunction with employers and external agencies so that no student is disadvantaged in gaining access to education, training, or work

Access and provision

Careers Education will be delivered predominantly through a career module in PSHCE lessons, where Unifrog is incorporated, virtual work experience sessions and seminars in our career hub, and through 'Careers Day' as part of the Enrichment programme. Subject Leaders in every faculty make links to careers in their subjects and contribute towards the careers programme for every year group.

Each year group will have an entitlement including access to information about career paths and the labour market, and opportunities to learn from employers. Links to updated careers advice and guidance is available for students, parents and carers via the school website. Beckfoot Upper Heaton has links through the Careers and Enterprise Company and have an assigned Enterprise Adviser.

Beckfoot Upper Heaton aims to ensure that our careers programme is:

Universal

Every student will get access to all aspects of the careers programme and have opportunities to meet employers, post 16 providers, have career interviews and where necessary additional support provided.

Progressive

The careers programme will cover every year (Year 7-11) and will build on the previous year's activities to support students in making informed decisions based on their future career pathways. **Student centred**

Our students are at the heart of our careers programme and all activities are organised to maximise students' career learning. Feedback gathered from students after career events and annual careers evaluation will help the careers lead to plan future provision.

Outcome focussed

In agreement with SLT the careers programme will have defined career outcomes that will be used to judge the effectiveness of the careers programme and to develop future action plans.

For planned provision 2023-2024, see appendix.

Equal opportunities

Beckfoot Upper Heaton is keen to promote equality of opportunity and will endeavour to use every avenue to challenge stereotypes and to raise aspirations.

Destination data

The destinations of leavers are closely monitored. The school receives termly destination data from Prospects. This data records the destination pathways of school leavers for three years. The purpose of the destination data is one of the KPI to assess the effectiveness of the careers programme, track those students who progress to FE/HE/Apprenticeships and those that are NEET (Not in Employment, Education or Training).

Monitoring, evaluation, and review

This policy will be reviewed annually as part of the whole-school self-assessment process. Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Coordinator. Student voice activities are conducted with students from various year groups at least once a year.

Managing the policy

The leadership and management of Careers Education and Guidance is the responsibility Aneesa Hussain (Ahussan01@beckfootupperheaton.org)

Resources

An area has been set aside within the JB Priestley Library with careers information for students of all year groups to access. This area is open to all students before school, at break, at lunchtime and after school.

Opportunities for students to access are advertised and shared on My Ed on a regular basis. A range of resources for Parents/ Carers is available on the school website.

Impact

OFSTED:

The common inspection framework requires all schools to meet the criteria of the following:

- A curriculum that has suitable breadth, depth and relevance so it meets the relevant statutory requirements, as well as the needs of children, learners and employers, nationally and in the local community.
- Successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in the education, training or employment.
- Promote learners' choices about the next stage of their education, training or employment through providing impartial careers advice and guidance.
- Promote learners' personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

Appendix – Whole school CEIAG plan 2025-26

	Activity	Outcome
ALL	Careers board	Science have a careers board displayed on the science corridor linking to careers that further study in science is needed for. Maths has a careers board in the entrance of the department for all students to view. We also have more detailed career boards in classes that give information about qualifications, routes in and salaries.
	Careers day	All students to have a close up look at different careers path and provide them with the opportunity to connect their learning with the real world. Encourage visits from employers to come into school and share insights about their career and detail necessary education and training for success
	Maths career packs	Career packs that contain job profiles linked to math's, LMI information, different routes into jobs, apprenticeship information and fun career website links.
	Careers week	Science to highlight careers in science during National Careers Week by ensuring all lessons have a careers link embedded within.
	STEM club	Students in KS3 to have the opportunity to take part in a STEM club, exploring alternative activities within science not included on the curriculum.
	Drama club	All students have the opportunity to attend drama club, where they will learn communication, leadership and performance skills that also link to the English curriculum.
	DT	Bradford manufacturing week
	PE / Sport	Personal development: Mental health, physical health, social health, leadership, hygiene in sport. All students have access to sporting events. Representing the school or their form.

	Activity	Outcome
YEAR 7	BAE Systems Roadshow	BAE systems to visit school and deliver STEM roadshow to Year 7 & 8 students.
	Curriculum book – my sister lives on the mantelpiece	Curriculum links Journalism, media, reporter, politics, social worker, psychologist, family counsellor, counsellor, police, investigators etc.
	Curriculum – Shakespeare – The Tempest	Writer, editor, playwright, acting, public speaking, performance arts
	Curriculum – introduction to poetry and writing an anthology	Writing, editing, media, journalism, sociology, politics
	Curriculum – 19 th century crime and punishment	Writing, reporting, journalism, sociology, psychology, politics, leadership roles, police, investigators, forensic science, health care professionals
	Eureka trip	A small group of students to visit Eureka Children’s Museum and explore science in the human body, space, sound and other areas.
	British Science week	Students to take part in a project activity to explore the theme of British Science Week
	PE / Sport	Personal development: Mental health, physical health, social health, leadership, hygiene in sport. All students have access to sporting events. Representing the school or their form.
	Curriculum – organisms	Curriculum links to medical science, physiotherapy, medicine

Curriculum – matter	Curriculum links to pharmaceuticals, cosmetic sciences, water engineers, forensic scientists
Curriculum – forces	Curriculum links to athletics, space physics, rocket scientists, NASA engineers
Curriculum – reactions	Curriculum links to careers in chemistry, metal extraction, plumbing, car mechanics
Curriculum – electromagnetics	Curriculum links to electrical engineering
Curriculum – energy	Curriculum links to electrical engineering, athletics, national grid technicians, engineering, responsible energy sourcing
Curriculum – earth	Curriculum links to geology, engineering, space physics and astrology
PSHCE Careers delivered via homework	Linking different maths units to skills needed for different jobs. Get students to explore maths careers linked to different topics and skills taught in maths - exploring Maths related careers through online websites.
Engineering programme	Development of knowledge and skills
Engineering programme	Enterprise chocolate box
E-safety and online presence	Unit of work on E-safety, social networking and safe responsible use of technology and the internet. Impact on future education and careers due to online recruitment checks.
Year 7 STEM day	Using support from the UK Space Agency students will design build and test their own prototype Mars rover. The UK Space Agency is collaborating with several space agencies around the world on joint exploration missions to the International Space Station, the Moon and to Mars. Here in the UK, scientists and space industry are contributing to these missions in lots of ways, including building some of the rovers, probes and the scientific instruments they carry.
PSHCE Careers unit (HT5)	Students will use UNIFROG to explore various career options based on pioneers in various fields. They will reflect upon their own interests and hobbies and explore the careers associated with these. Students will examine the role of motivation and set themselves goals which will support them on their journey towards this career.

	Activity	Outcome
YEAR 8	BAE Systems Roadshow	BAE systems to visit school and deliver STEM roadshow to Year 7 & 8 students.
	Yorkshire Wildlife Park trip	Small group of students to visit Yorkshire Wildlife Park and explore how animals are adapted to their environments. A further link to captive breeding and the advantages and disadvantages of it.
	British Science week	Students to take part in a project activity to explore the theme of British Science Week
	Curriculum – genes	Curriculum links to midwifery, medicine
	Curriculum - waves	Curriculum links to sound technicians, audiology, optometry
	Curriculum – organisms	Curriculum links to medicine, nutritionists
	Curriculum – matter	Curriculum links to chemical engineering
	Curriculum – waves	Curriculum links to medicine, radiography
	Curriculum – ecosystems	Curriculum links to botany, food technicians, athletics, farmers, plant nutritionists
	Curriculum – reactions	Curriculum links to chemical engineering
	Curriculum – electromagnets	Curriculum links to audio engineering, electrical engineering
	PSHE Careers delivered via homework	Linking different maths units to skills needed for different jobs. Get students to explore maths careers linked to different topics and skills taught in maths - exploring Maths related careers through online websites.

PSHE equal opportunity unit (HT5)	Students will use UNIFROG to explore the equality of opportunity in careers and life choices and learn about different types and patterns of work. Students will complete an in-depth study of local businesses allowing them to see the opportunities available in their local community
Curriculum book – ‘welcome to nowhere’	Writing, editing, journalism, media, producer, film directors, performance, drama, politics, counselling, psychology
Curriculum – Macbeth	Politics, writing, drama, psychology, doctors/nurses, leadership, politics, writing, playwrights, editing, publisher
Curriculum – war poetry	Army, politics, police, writing, editing, counselling, psychology, sociology, editing, politics
Curriculum 19 th century literature British Empire	Writing, editing, publishing, politics, travel writing

	Activity	Outcome
YEAR 9	British Science Week	Students to take part in a project activity to explore the theme of British Science Week
	Curriculum – genes	Curriculum links to marine biology, conservationists, veterinary sciences, zoologists, researchers, genetic technicians
	Curriculum – energy	Curriculum links to engineering
	Curriculum – earth	Curriculum links to waste technicians, conservationists, global climate change activists, metal extraction and usage
	Curriculum – cell biology	Curriculum links to cell biologists, medicine, stem cell engineers, researchers, microbiologists
	Curriculum – atomic structure and the periodic table	Curriculum links to chemical engineering, researchers, nuclear physicists, theoretical physicists
	PSHE careers delivered via homework	Linking different maths units to skills needed for different jobs. Get students to explore maths careers linked to different topics and skills taught in maths - exploring Maths related careers through online websites.

	Curriculum – energy	Curriculum links to electrical engineers, building, responsible energy sourcing, conservationists
	Year 9 business	Choosing promotional methods
	Bradford Manufacturing Weeks Competition	Live brief for teams of Y9 students to produce a solution to a real world challenge, by producing a sustainable design and / or prototype
	Visit	TF Automation site tour
	Options and employability skills unit (HT3)	Students will use UNIFROG to explore their employability skills and link these to career opportunities available to them. Students will prepare for GCSE choices by researching requirements for specific roles and their suitability for these.
	Curriculum – ‘Animal Farm’	Writing, editing, politics, journalism, media, counselling, psychology, police, leadership roles, news reporter
	Curriculum – ‘Blood Brothers’	Performance arts, writing, editing, psychology, sociology, police, counselling, politics, family counselling, media, newsreporter
	Curriculum – poems of other cultures	Writing, editing, journalism, media, jobs in social media,
	Curriculum – gothic writing	Writing, editing, journalism, media, jobs in social media

	Activity	Outcome
YEAR 10	Curriculum - organisation	Curriculum links to nutritionists, medicine, surgeons, botany
	Curriculum – radioactivity	Curriculum links to nuclear physicists, radiologists
	Curriculum – infection and response	Infection and response Curriculum links to health workers, doctors, pharmaceuticals, health sciences, researchers, nutritionists

Curriculum – bioenergetics	Curriculum links to botany, athletics, farming
Curriculum – electricity	Curriculum links to electrical engineering
Curriculum – quantitative chemistry	Curriculum links to chemical engineering, chemists, chemistry in industry
Curriculum – chemical changes	Curriculum links to chemical engineering, chemistry in industry, chemists, metal extraction and usage
Curriculum – the rate and extent of chemical reactions	Curriculum links to chemistry in industry, chemical engineering
PSHE Careers event raising	Careers session held for the female students in year 10 to raise aspirations in jobs relating to Maths. External Organisation will come in to raise aspirations in maths.
Female aspirations	
Art	Component One - Researching and learning about different cultures - Online Workshops and University visits
CMP	Looking at 3 main sectors within the Creative Media industry, products created and skills required. Comp 1 allows students to develop knowledge and understanding of products, target audience and purpose. Analysis of content and features of different products and how these engage the audience. Comp 2 and 3 allow students to develop skills and understanding before developing media products to meet a set brief.
DT	Bradford Manufacturing Week
Health and Social Care	CAM NAT Health and Social Care
Year 10 and 11 Business / Enterprise	To learn about political & legal factors against discrimination against staff & customers.

PSHCE Careers in West Yorkshire	This careers unit explores opportunities specific to West Yorkshire, particularly Bradford and surrounding areas to give students realistic ideas and expectations about the opportunities available to them. This will also include economic education looking at lifestyle affordability
Curriculum – ‘A Christmas Carol’	Curriculum links to politics, sociology, writing, leadership, economics.
Curriculum – ‘Romeo and Juliet’	Curriculum links to relationship management (counselling, therapy), teaching, religious leadership, writing, performance arts
Curriculum – poetry	Curriculum links to writing, sociology, politics.
Curriculum – language	Curriculum links to communication skills: verbal and writing, analysis skills – vital for a wide range of careers, creative writing.

	Activity	Outcome
YEAR 10	Curriculum -homeostasis and response	Curriculum links to medicine, midwifery, doctors
	Curriculum – inheritance, variation, and evolution	Curriculum links to DNA technicians, biological engineers, health sciences, medicine, farming, biologists, zoologists
	Curriculum – ecology	Curriculum links to biologists, zoologists, farming, conservationist, earth scientist
	Curriculum - waves	Curriculum links to radiology, communication technicians, engineering

Curriculum – magnetism and electromagnetism	Curriculum links to engineers, electrical engineering
Curriculum – the rate and extent of chemical change	Curriculum links to chemistry in industry, chemical engineering
Curriculum – organic chemistry	Curriculum links to chemical engineering, fuel technicians
Curriculum – chemical analysis	Curriculum links to chemical engineering, pharmaceuticals, forensic science
Curriculum – chemistry of the atmosphere	Curriculum links to earth sciences, responsible energy sourcing
Curriculum – using resources	Curriculum links to water engineers, waste technicians
Curriculum – forces	Curriculum links to engineering, mechanical engineering
PSHCE Careers even raising female aspirations	Careers session held for the female students in year 10 to raise aspirations in jobs relating to Maths. External Organisation will come in to raise aspirations in maths.
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CMP	Looking at 3 main sectors within the Creative Media industry, products created, and skills required. Comp 1 allows students to develop knowledge and understanding of products, target audience and purpose. Analysis of content and features of different products and how these engage the audience. Comp 2 and 3 allow students to develop skills and understanding before developing media products to meet a set brief.
DT	Bradford Manufacturing week
Health and social care	CAM NAT Health and Social Care
Year 10 and 11 Business/ Enterprise	To learn about political & legal factors against discrimination against staff & customers.

Curriculum – ‘An Inspector Calls’	Curriculum links to politics, sociology, writing, leadership, economics, performance arts.
Curriculum – Language	Curriculum links to communication skills: verbal and writing, analysis skills – vital for a wide range of careers, creative writing.
Theatre Trip – An Inspector Calls	Students will have the opportunity to experience live theatre – career links to performing arts, customer service, retail.
PSHCE – planning for the future	Students will explore the options available to them following their GCSE’s including Apprenticeships, Sixth form and College. Students will also look at how they will be more independent including money and time management